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ABSTRACT

As part of a study of selected developing colleges and universities funded in the Advanced Institutional Development Program (AIDP), this report focuses on St. Mary's Junior College (SMJC), a Roman Catholic, two-year college specializing exclusively in health, health-related and human service fields. The report considers SMJC's state of development (environment, mission, structure, groups/individuals, and technologies), historical institutional development, administrative structure, management system and management effectiveness (attention paid to management needs, implementation of viable systems, effectiveness of resource use and planning, quality and effectiveness of constituent involvement, and renewal capacity). In its first decade of operation, SMJC maintained an orientation towards innovation; the college was run as a creative enterprise, with many innovations in instructional technologies developed largely as a result of individual faculty initiative, assisted by many small federal grants. Most of the curriculum was individualized to some degree. The first long-range planning process was begun in 1973 which led to obtaining the AIDP grant. During the past four years, SMJC has continued to innovate in academic programs while making basic changes in organizational structure and management, moving from a loose structure involving many faculty in new program development to stronger faculty and administrator adherence to maintaining existing programs. The AIDP project has become the focus of innovation. Although, SMJC administrators recognize the need for a new management system, implementation is proceeding slowly in order to develop a structure compatible with a creative atmosphere. (TR)

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CASE STUDY II

St. Mary's Junior College
Minneapolis, Minnesota

A Study of Selected Developing Colleges and Universities

prepared by
Edward P. St. John
Harvard University
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for the
United States Office of Education
Office of Planning, Budgeting and Evaluation
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JC 780 223

This study of selected developing colleges and universities was undertaken for the United States Office of Education, Office of Planning, Budgeting, and Evaluation under contract number * The study was conducted by Edward P. St. John, a researcher at Harvard University Graduate School of Education, in close collaboration with George B. Weathersby, who served as principal investigator. The purpose of the study was to refine an institutional development model that has direct implications for Title III of the Higher Education Act of 1965.

Reports prepared under this contract are listed below and copies can be obtained from the USOE-OPBE (Room 4087, 400 Maryland Avenue, S.W., Washington, D.C. 20202) or from George B. Weathersby (c/o Indiana Commission of Higher Education, 143 West Market Street, Indianapolis, Indiana 46204). Special thanks is extended to our typists, Mary Sanderson, Connie Tuton, and Careyleah MacLeod.

Final Report

"Structure, Management, and Intervention"

Case Studies

I. "Doane College, Crete, Nebraska"

II. "St. Mary's Junior College, Minneapolis, Minnesota"

III. "Xavier University of Louisiana, New Orleans, Louisiana"

IV. "North Carolina Agricultural and Technical State University, Greensboro, North Carolina"

V. "Valencia Community College, Orlando, Florida"

* 300-75-0221 and 300-77-0157

The attached case study is a portion of a study of selected developing colleges and universities funded in the Advanced Program of Title III of the Higher Education Act. The insitution has reviewed the contents to insure factual accuracy. Each case study has a common format:

I. Introduction

II. State-of-Development (of institutional sub-systems: environment; mission; structure; groups/individuals; and technologies)

III. Structural History (the historical development of the institution)

IV. Administrative Structure (the formal organization of the institution)

V. Management System (the management practices inplemented on campus)

VI. Management Effectiveness (attention paid to management needs, implementation of viable management system; effectiveness of resource use and planning; quality and effectiveness of constituent involvement; and renewal capacity)

VII. Conclusions

Attachment II

St. Mary's Junior College
Minneapolis, Minnesota

St. Mary's Junior College is a Roman Catholic, two-year institution specializing exclusively in health, health-related and human-service fields. Located in urban Minneapolis, Minnesota, St. Mary's was founded in 1964 on the site of an old hospital nursing school. Today, SMJC is one of the country's most innovative institutions that provides technical education in the allied-health and human-service fields. It services a diverse clientele of both traditional and continuing-education students. SMJC is a small institution with fewer than one thousand full-time students, and plans to remain small. During its brief history SMJC has experienced remarkable success in its programs and finances.

In 1973, St. Mary's received a five-year AIDP grant for institutional improvements in five areas: (1) the development and implementation of a community-service program; (2) improvement of student-personnel services; (3) faculty development; (4) curriculum and instruction (which emphasized a systematic approach to individualized instruction); and (5) improvement of management technologies. The original grant was for $703,625. Since the time it was awarded, additional AIDP funds have been received in the form of a supplemental grant, a continuation grant for four areas, and a grant to improve the fund-raising capacity, for a total of $1.1 million. The college has been considered exemplary by the AIDP staff who have visited the campus.

State-of-Development

St. Mary's Junior College, having passed through a creation period during which its programs were developed, is entering the late seventies as an institution with a more formalized organization structure. However, it is trying to retain its creative atmosphere as it becomes more stable.

Environment. St. Mary's is located in a large urban center of over two million. It has made efforts to establish a dynamic relationship with the surrounding community. SMJC's physical facilities are excellent. Last year the college opened a new eight-story office and classroom building. The new building, which belongs to the college, is connected to an older dormitory-classroom-office building rented from the St. Mary's Hospital. Together, they give the college a permanent facility of high quality; this is a transition from the first twelve years when the college did its work in totally rented and sometimes overcrowded facilities. In addition, the college has a working relationship with St. Mary's Hospital, a high-quality, urban medical center, where many students undertake part of their clinical education.

Overall, the state of Minnesota is better than average in its support of higher education. It ranks eleventh in its per student support of private higher education. And, although it ranks in the lower two-fifths in its per student support of public higher education, it is one of four states that the Carnegie Foundation (1976) credits with doing a remarkable job in increasing its expenditures on private higher education in recent years. It has not developed

enough open access institutions, according to the Council, but it has recently developed a new community college system. It also has an excess of teacher training institutions. For its size, the state is considered to have a distinguished public university system.

Mission. St. Mary's Junior College was the first two-year private junior college to specialize in the education of allied-health technicians. They describe their mission as follows:

> St. Mary's Junior College offers technical education programs in several health fields. They are terminal in the sense that their graduates are prepared for immediate employment. Many educators shy away from the use of the term 'terminal education'; others are reluctant to speak of 'technical education' and prefer the term, 'associate-professional education'. While it is true that the use of the words terminal and technical have disturbing implications for some educators, we choose to retain these terms but to present our own definitions. In doing this, we acknowledge our indebtedness to the writings of many educators in the field.
>
> We do not use 'terminal' in the dictionary sense of 'concluding'. Since graduates of these programs are prepared for immediate employment, they may be considered to have terminated one phase of their education. However, we believe that the technician prepared for employment in one of these fields of terminal education must see the necessity for continued study in that field.

Their concept of an allied-health technician, the type of individual the school is attempting to educate, is broader than traditional conceptions of the role.

> In setting up curriculum requirements in St. Mary's technical education programs, it was necessary to clarify the concept of the technician--the personal product of each program. We were aware that many American educators were reluctant to describe their graduates in circumscribed terms, apparently seeing this as a violation of American principles of equalitarianism. We also knew that the word 'technician' carried unfavorable connotations for some educators. It seemed to depict a narrow person; a person totally preoccupied with his own specialty. But we felt that it was

> a useful and generally understood descriptive term for a worker in the middle level of an occupational area. We are convinced that our original appraisal of the attitudes and proficiency of the technician as well as subsequent contributions to this concept by St. Mary's and other junior and community colleges have helped to remove such unfavorable impressions.

In addition to emphasizing technical education, St. Mary's emphasizes general education:

> Built into the foundation are strong course offerings in both technical and general education. There is agreement in the total faculty, however, that the curriculum experiences that foster the distinctive development of the technician as a person are found primarily in the general education course offerings. In St. Mary's curriculum, general education has an integral place and is not viewed simply as an appendage to the technical programs. The successful integration of general education courses into the curriculum seems to us to create an important distinction between technical education and vocational training. In vocational education, general studies may be added but more as a service to the program than for the enrichment of the student's life.

SMJC has also consciously tried to limit its growth. The Final AIDP Proposal describes this goal as follows:

> We fully expect that our overall enrollment growth will be sharply limited. Several factors account for this limitation: (1) we have a philosophical commitment to working toward an individualized mode of instruction with as much personal attention as possible. A large student body appears to be antithetical to this commitment. (2) Clinical education is a crucial component of all of our major programs. There is very limited, local space available for expanded clinical education required by an additional students. (3) Our physical space is severely circumscribed. (p. 6)

Structure. Although small in comparison to most colleges, St. Mary's is a relatively complex institution for its size. Table II-A shows the change in selected characteristics in the five years prior to the AIDP grant. During that period, 1968-69 through 1972-73, the institution showed growth in most of its characteristics:

Table II-A

St. Mary's Junior College
Selected Institutional Characteristics

	1968-69	1972-73
Income Ed. and Gen. Total	$959,337	$1,906,949
Income Tuition and Fees	$504,001	$1,078,508
Income Govt.	$118,999	$ 194,192
Expenditures Ed. and Gen. Total	$874,146	$1,587,274
Enrollment Total	528	781
Faculty Total	69	78
Number Full-Time Administrators	5	5

Source: AIDP Application, 1973

students increased from 528 to 721 and income and expenditures doubled. By 1972-73 the college received over $1.5 million from the government, mostly federal. In addition to tuition and fees, which comprise half the education and general income, and income from government sources, SMJC supplements its total budget with revenues, private gifts, student aid, and other sources. In 1976-77, SMJC's total income was $2,599,158 and its expenditures were $2,436,204. As a Catholic college, SMJC benefits from services contributed by the Sisters, amounting to almost $300,000 in 1975-76. Enrollments in 1975-76 were 865. The college maintains a commitment to limiting its growth.

The administrative structure has also changed in the past few years. Originally administered by a president and vice president, the college has moved to a system with four vice presidents in recent years. Prompted by efforts to generate a large fund drive, the college has not been entirely successful with the new system. At present, the college can be described as being at a stage of experimenting with its administrative structure. The administrators interviewed are concerned about maintaining the college's open consultative atmosphere as the college increases in complexity.

The academic structure has also undergone changes during the past few years. Historically, the college has had two academic divisions: technical education and general education. Consistent with the dual mission or providing both types of education, SMJC has hired faculty in the liberal arts as well as in technical areas. In the past two years, the college has experimented with a continuing education program. Housed in a separate department, and using part-time faculty, the program has experienced considerable success during its first two years of operations and has reached over 1,500 students during 1976-77.

Groups, Individuals. A variety of factors--including its urban setting, technical emphasis, and Catholic origins--contribute to the diversity of individuals involved with St. Mary's Junior College. Started on the site of an older nursing school, SMJC inherited both students and faculty from the older program. It has also developed a clientele and staff of its own.

Originally attracting nursing students from Catholic high schools in the greater Minneapolis-St. Paul area, the college has developed a much broader appeal and has attracted an increasingly diverse clientele interested in health-science education in recent years. A variety of public programs designed to help welfare mothers, minorities, and other disadvantaged groups has added to this diversity. Although it is a coeducational institution, enrollments are predominantly female--over 20% are over twenty-five years of age.

The majority of St. Mary's enrollments are in the nursing field, although the college educates a variety of other allied-health and human-service professionals. Table II-B below gives a distribution of student enrollments by training program.

Table II-B

1973 and 1969 Enrollment by Major and 1973 Graduates by Major

	Enrollment (Freshman and Sophomore)		Graduated
	1969 N	1973 N	1973 N
Child Development Technician	42	79	26
Medical Laboratory Technician	27	50	22
Medical Records Technician	18	34	14
Nursing, A.D.	346	415	163
Occupational Therapy Assistant	44	86	35
Physical Therapy Assistant	39	74	22
Respiratory Therapist	38	76	20

Source: AIDP Final Plan

In the past three years, the college has expanded its offerings into new areas, like its new chemical dependency program, although the predominate enrollments remain in nursing.

The faculty and staff are also from diverse backgrounds. At present, about 50% of the students and staff are Catholic. Four Sisters are on the faculty and a total of twenty-five are on the staff of the institution. The founder and president, Sister Anne Joachim Moore, probably the key individual in the institution, is a member of the Sisters of St. Joseph of Carondollt, the Order that operates the college. Although the college was incorporated by the Order, it has a lay governing board. Most of the faculty have professional training in the health sciences or liberal arts. Several of the administrators, originally educated in technical areas, have pursued advanced degrees in education and administration.

Since it is a young institution, SMJC's governance system does not have a long history. The faculty, especially the Educational Policies Committee, has played an important role in the governance of the institution at different times during St. Mary's brief history. Student government has not been important, as it has operated only one year out of the past fourteen. Students, concerned primarily with technical education, have not shown a great deal of interest in the governance of the institution.

Technologies. Technologically, St. Mary's is a dynamic institution. As an institution in the health sciences, it has made every possible effort to keep up with advancements in external technologies. In addition, as a young, innovative institution, it has made an

exceptional effort to improve its own technologies. The combination creates an institution that does not resemble most traditional colleges in its activities. The college's planners showed a keen awareness of technological trends:

> Well aware that major technological developments in the health fields had created vast numbers of jobs on the technical level in the fall of 1964, the architects of St. Mary's Plan offered their educational program to students eager to become health technicians. That the Plan was realistic and practical is attested to by the favorable employment experiences of St. Mary's graduates.
>
> Despite the fact that the health needs of the community are being better met than they were a decade ago, there is still a demand for health technicians. Because of technological developments, tasks once requiring professionals can now be performed by technicians.
>
> (Final AIDP Plan, p. 14)

The college has also shown continual interest in changes in instructional technologies. Most of the educational programs are individualized to some degree. Assisted by many small grants from the federal government, the AIDP grant and grants from other sources, the faculty have developed many innovations in allied-health education. During the academic year the college is constantly visited by people from other campuses who are considering adapting some of St. Mary's innovations. Most of these innovations have been the result of individual faculty initiative. The individualized approach began with a faculty member in physiology who saw the idea and changed his courses. Other faculty saw it and liked it; the result is a curriculum that is largely individualized.

Experiential learning also is an important part of the instructional program at St. Mary's. The catalogue describes the learning

laboratories as follows:

> The laboratory experience of each technical program at St. Mary's plays an integral part in bringing about important learnings. In the laboratory the student gains:
>
> 1. new insight into relationships within already acquired areas of knowledge through participation in the real-life situation of the clinical setting.
>
> 2. increased understanding resulting from the exercise of the student's own critical, independent judgment in the real-life situation. (Expert resources are available to help students evaluate the results of the exercise of their own judgment.)
>
> 3. reinforcement of previous learning through practice.
>
> 4. new knowledge which is introduced in the laboratory setting.
>
> 5. increased skill in use of the problem-solving approach to deal with day-to-day clinical situations. (In the St. Mary's view, formal problem-solving in the evolving of theory is a professional level activity; the search for solutions for day-to-day clinical problems is properly a technical level activity.)
>
> Basic to the attainment of these objectives is the use of discussion periods in the laboratory. Both prospective and retrospective discussion periods are essential parts of each laboratory experience. Such discussion provides opportunity for clarifying objectives for each laboratory period, vicarious learning through presentation of individual experiences, analysis of such experiences by the group and consideration of alternative ways of acting in clinical situations. (pp. 8-9)

The college is also experimenting with other experiential learning opportunities, including a competency-based degree program in nursing that will be pilot tested next year and extensive simulation experiences as an adjunct to clinical education.

Structural History

St. Mary's Junior College is a young institution that has not experienced excessive growth. Table II-C shows the rapid initial growth in 1964 and 1965 and subsequent plateau, 1965 through 1969, followed by the relatively fast climb to 838 students in 1973 which is the college's maximum enrollment. Although there has not been a history written about SMJC, it is an interesting institution that has experienced one major structural transition.

Prior to the receipt of the AIDP grant, St. Mary's Junior College had undergone little systematic development in its formal administrative structure or its planning and management capacities. The president and founder, Sister Anne Joachim, had managed in a creative fashion. Regarding the planning capacity of the institution, the final AIDP proposal made the following observation:

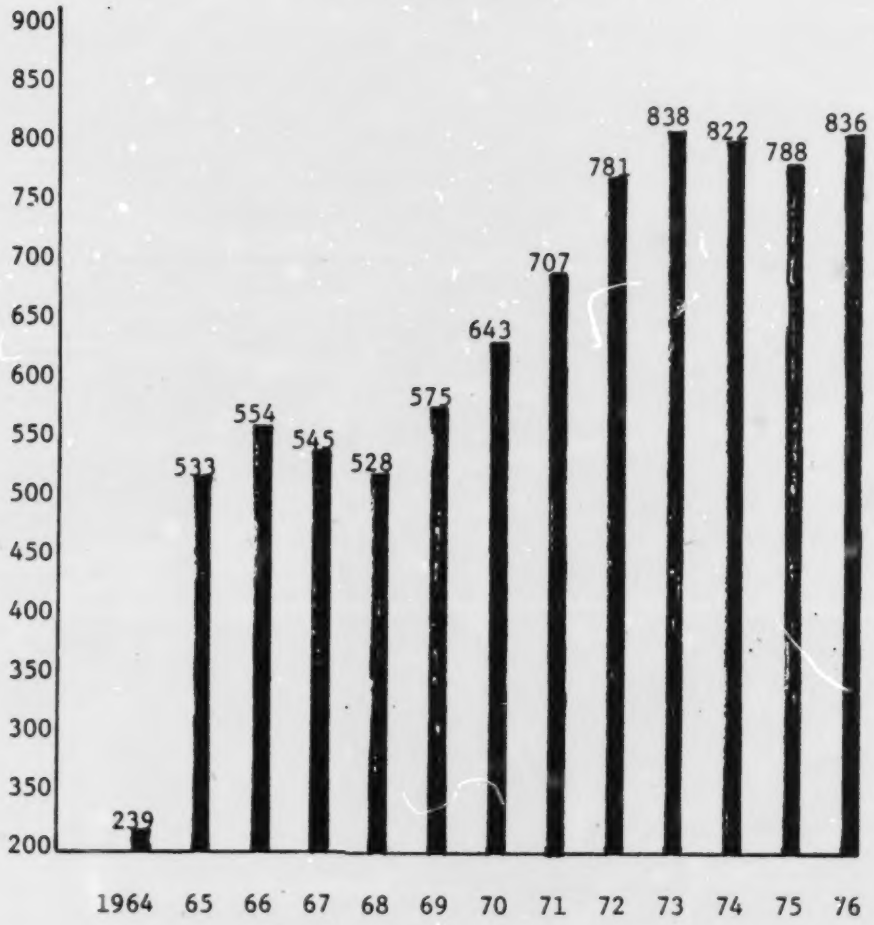
> During the first decade of the college's existence the question of long range planning was not a priority. Rather, planning and developing for the immediate and near future were major concerns. Planning was an integral aspect of the ongoing activities, since all available energies had to be devoted to building a viable institution, developing curricula, refining and revising all aspects of the institution, and achieving the necessary program and institutional accreditation. (p. 59)

The administrative structure of St. Mary's underwent a sustained phase of formalization during the AIDP grant. After a site visit, one AIDP staff person described this transition as follows:

> The administration structure at SMJC is small and close knit; as a result, there is good communication within regarding the AIDP grant and apparently complete administrative commitment to it. . . . The present administrative structure of president, four vice presidents, and program coordinator, has replaced a much simpler structure of long standing in which the president, doubling

Table II-C

Enrollment History



Fall Enrollment

Source: Annual Budget Report, 1977

as dean, was assisted by one vice president. Some difficulties are being encountered in accommodating to the new administrative structure. These mainly involve prying away responsibilities from the president and former single vice president; however, there were no indicators these were serious.

This transition has not been an easy one for St. Mary's. As a young college, St. Mary's was highly successful in the developing of new programs. Once the programs were developed a new set of management issues began to emerge, which revolved around program maintenance. Ordinarily this might be an easy transition for a college, especially if it wanted to resemble other institutions and if it wanted to continue to grow; but SMJC has tried to maintain its creative atmosphere, to limit growth, and to continue as an innovative institution, while it has tried to maintain already existing programs. The college has been successful in obtaining these goals, but it has not found it easy to develop a structure compatible with them. It has approached the task of developing a new structure with the same experimental attitude that governs most of its activities.

To understand the history of St. Mary's Junior College, one has to begin prior to its founding. Its history goes back to the founding of the Sisters of St. Joseph in 1650 as a teaching Order. In the early 1800s the Order came to the United States where it has founded hospitals, secondary schools, and a few colleges. Prior to the founding of St. Mary's Junior College, there had been a three-year nursing program at St. Mary's Hospital. In 1958, Sister Anne Joachim Moore became head of the independent dioloma nursing program. When Sister Anne Joachim took over as head of the program, she began to make

basic changes in the old-fashioned program. There were national reactions to the changes, both positive and negative.

The idea for a junior college grew partially out of this experience and partially out of other experiences with the higher-education system in Minnesota. The early 1960s was a time for change in nursing education; control of the profession by national organizations began to loosen. The state was compiling a study of community colleges and the idea of two-year technical education was coming of age in the state. Sister Anne Joachim, who was finishing her master's in education at the University of Minnesota at the time--she had completed her nursing and law degrees before joining the Order--began to explore the idea of starting a two-year college in the health sciences. There were some people in the hospital and the nursing program who were supportive of the idea. In 1962-63 she began to involve many of these people in the planning process. They wrote a proposal for a new junior college to train technical level workers in the allied-health fields. The Board of the Order gave their approval as long as the new school did not compete with the other colleges it supported. The Order could not give financial support to the new college. Sister Anne Joachim announced the new Junior College in the Spring, 1963, and soon received an $18,000 grant from the Hill Family Foundation for the faculty to plan the new college.

Originally, the new college was recruiting students from the same families that sent children to the hospital nursing program, so finding a clientele was not a problem. During the first two years there were students completing the three-year program described above who

were enrolled as well. Sister Anne Joachim describes the early years as "really exciting." The college had to be self-supporting. At first they hoped that tuitions would support the college. When they didn't, and when they found that the costs of starting a new college were more expensive than could be supported by students' fees, they went after other funds as needed. When the college needed some help they turned to the Order. As Sister Anne Joachim put it: "About the second year I realized you can't run a college on tuition. We had run out of money before school was out and the Order gave us a no-interest loan."

In 1964 Sister Anne Joachim hired Tom Scheller, who was finishing his doctorate in clinical psychology at the time, as a part-time student counselor. In 1965 he became assistant to the president and, later, the first vice president. For the next several years Sister Anne Joachim and Dr. Scheller ran a creative enterprise committed to innovation and capable of raising funds when needed. Both were committed to change, and the pace of change was rapid. As Scheller described it: "Historically, the rate of change is more rapid than most institutions I know about." When Scheller hired new people, he told them not to take the job descriptions "too seriously," and that they would "have to handle fairly quickly some radically different roles." Faculty and administration would work closely on all grant proposals, and during this early period they were highly successful at bringing in new funds for academic innovations. The college created a Board with a majority of lay person trustees in 1967.

In 1973 the college began its first long-range planning effort. The planning committee was headed by Dr. Carol Peterson who described SMJC's planning prior to the committee as "very curricular and very program oriented." The development of a long-range plan was not an easy task. As Peterson put it in an interview, "as an institution we didn't have a conceptualization of what long-range institutional planning was." Sister Anne Joachim had appointed the committee because she felt that after a decade the college needed to examine itself and its own future. The purpose of the committee, as Sister Anne Joachim described it, was to "make plans of what we wanted, then find funds to do what we wanted to do." The plan, which included many of the statements about purpose and mission stated earlier, was completed and being circulated prior to the announcement of the formation of the Advanced Institutional Development Program, as a new component of the Title III Program.

SMJC had not received Title III funds prior to applying for the Advanced Institutional Development Program. However, when the administrative staff saw the circulars for the AIDP program, they found the institutional characteristics described in the pamphlets were similar to St. Mary's. The college incorporated its 1973 long-range plan into its AIDP application. The emphasis on technical education, curricular reform, and limited growth were clearly defined in the proposal. SMJC was funded in the first group of proposals receiving AIDP grants in 1973. The AIDP grant has brought many more changes to the institution, including improvements in its structure and management system. In spite of the difficulties with implementing

a formal management system, the entire AIDP effort is an outstanding example of the management of an institutional change process. The administration of the college has been concerned with implementing a viable management system, a task not complete, and yet not implementing unneeded systems and procedures.

The story of the administrative reorganization begins with the 19[illegible] long-range planning committee. Prior to the formation of this committee, the college had been run as a creative enterprise; individual faculty and staff were encouraged by the president and vice president to undertake innovative projects. The planning committee, in contrast, was the first organized effort to look at the maintenance of the college over the long-term. When AIDP funds were received, a steering committee was formed that was comprised of many of the same individuals who were on the planning committee. Carol Peterson, who had headed the planning committee, became AIDP coordinator.

During the first two years of the AIDP project, 1973-74 and 1974-75, much began to change at SMJC. First, the AIDP Steering Committee, comprised of the coordinators of each of the activities, became the primary group supporting innovation. Second, the administrative structure underwent a major transformation by adding three new vice presidents; and they became increasingly involved in the maintenance of the college.

Administrative Structure

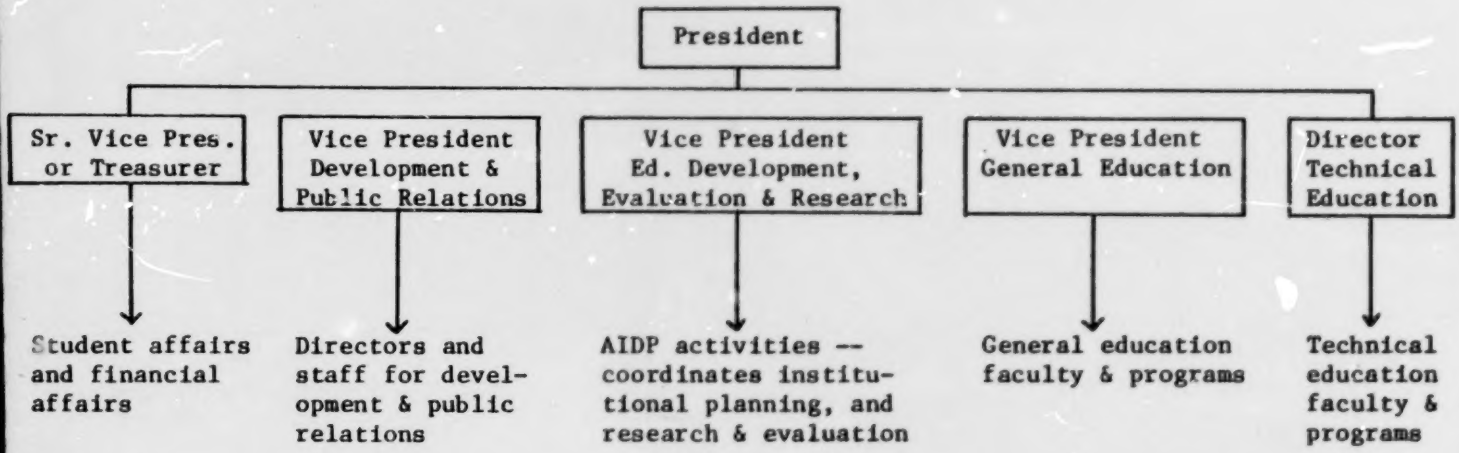
In 1975, St. Mary's moved from a system composed of a president, vice president and two associate deans to a system composed of a

president and four vice presidents. The two associate dean positions, for general education and technical education, were eliminated under the new system. The associate deans positions had been instituted in 1966 in an effort to keep technical education and general education on an equal footing, and avoid the possibility of making general education a poor cousin in a technically oriented institution. The four vice presidents under the new system were: Tom Scheller, Senior Vice President and Treasurer; Peter A. D'Heilly, Vice President, General Education; Charles R. Fazio, Vice President, Development and Public Relations; and Carol J. Peterson, Vice President, Educational Development, Evaluation and Research. There was also a Director of Technical Education, Marcia Hanson. See Figure II-A for a chart of the organization.

The new system had been instituted when the college hired a vice president to head the new development office. After considering a variety of alternative plans for the development function, it was decided to undertake a major development effort with a vice president, two directors, and a clerical staff. This effort has not been entirely successful and the college has recently decided to reduce the size of this venture.

The other top administrative officers have been more successful under the reorganization. Scheller not only functions as an executive vice president who oversees the entire operation with the president, but also is responsible for fiscal and student affairs. Scheller's job has changed considerably during the past couple of years and much more of his time is now spent on the maintenance of existing operations.

Figure II-A. St. Mary's Junior College Administrative Organization Structure, 1975-1977


President
Sr. Vice Pres. or Treasurer
Vice President Development & Public Relations
Vice President Ed. Development, Evaluation & Research
Vice President General Education
Director Technical Education
Student affairs and financial affairs
Directors and staff for development & public relations
AIDP activities -- coordinates institutional planning, and research & evaluation
General education faculty & programs
Technical education faculty & programs

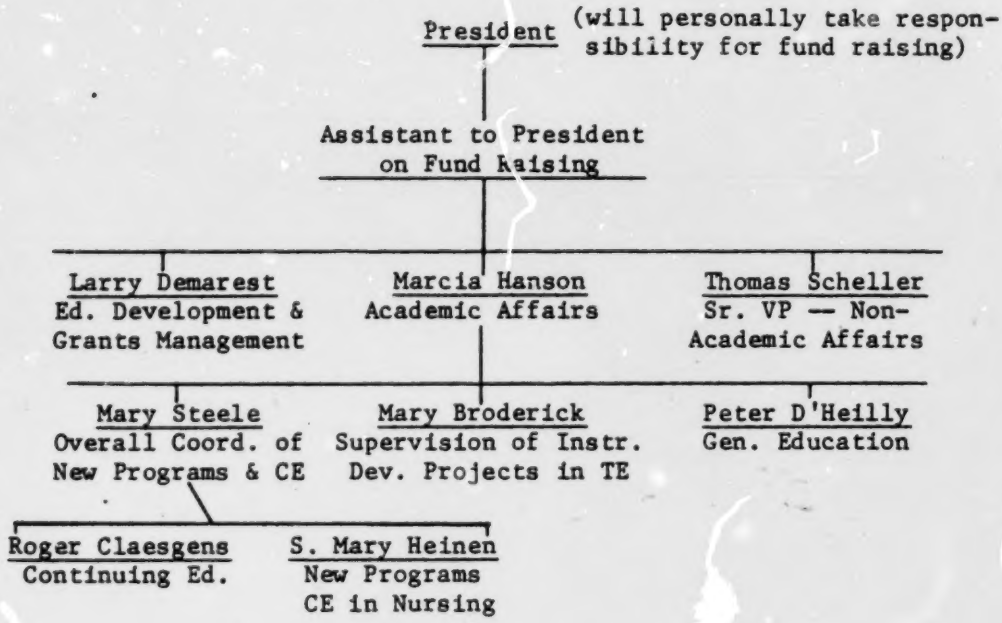
Although he wrote most of the college's earlier funding proposals, the original AIDP application was the last one he was seriously involved in. Carol Peterson has been the vice president most directly responsible for maintaining the innovative thrust of the institution. As AIDP Coordinator and Vice President for Educational Development, she has been responsible for the development and evaluation of the new programs in the institution. AIDP at SMJC, under Dr. Peterson's direction, has been successful in keeping the campus bent toward innovation. Peter D'Heilly, Vice President for General Education, and Marcia Hanson, Director of Technical Education, have served as the major academic administrators during the past two years. Their task has been the continued development and maintenance of the school's academic programs.

The experience of the past two years has proven to the administration that a more structured organization is now needed at SMJC. The first reorganization was the result of the hiring of the vice president for development. At that time it was decided to upgrade a couple of existing positions, the associate deans, and create a new position for educational development. Prior to the reorganization, Carol Peterson had been serving as AIDP Coordinator. Next year the structure will continue to evolve at St. Mary's. The Vice President for Development will not be replaced, at least for a couple of years; instead the President will play a much more active role in this effort. Vice President Peterson is also leaving in early fall to take an administrative position with another institution. Larry Demarest, currently AIDP Evaluator, will then become AIDP Coordinator.

The proposed organizational structure for 1977-78 is shown in Figure II-B. According to this plan, the President will take greater responsibility for fund raising and will have an assistant in this area. In addition to this assistant and the AIDP Coordinator, two vice president level positions will report to the President. Underneath the top academic affairs officer there will be three dean level positions--for general education, for instructional development in technical education, and for new programs and continuing education. The top academic administrator will maintain responsibility for technical education. Titles for these new positions have not yet been assigned.

The AIDP Steering Committee has played an important role at St. Mary's during this period of structural transition. The Committee, comprised of the Vice President Peterson, and the various AIDP activity coordinators, has met regularly, usually weekly, to discuss the entire educational development effort. The AIDP activities have included a variety of efforts in curriculum development, faculty development, and planning, management and evaluation. The activities that are adding the most to the overall complexity of the institution have been the new programs and continuing education. The new programs' areas have added new academic programs to the curriculum in Aging and Human Development, Chemical Dependency and Family Treatment, Health Education, and Health Facilities Management. Although each of these will probably remain small, at least in the number of graduates, it adds to the complexity of the academic structure. Continuing education is also another innovation that adds to the complexity of the

Figure II-B. Tentative Organization Structure, 1977-78



academic structure. Now, after three years of development, SMJC has a continuing education program that reached over 1,500 people last year (1976-77), to complement the internal academic structure with its technical education and general education components.

Even though new programs have been added to the curriculum, the ethos and reputation of the academic program is shaped by the nursing program. Most students come to St. Mary's because of the nursing program: 42% of the student body is in nursing. The college's reputation for nursing was developed before the school was created because of the three-year program that preceded it. The program is also innovative, with an extensive use of laboratories in addition to work in the hospital and individualized instruction. And next year a competency-based degree program will be started in nursing.

The faculty governance structure has undergone a transition in function during the past few years. The faculty is now reasserting itself, playing an important role in college governance. During the first decade, the major concern of the college was the creation and development of programs. Between 1964 and 1969 the Educational Policies Committee was active in approving new programs. Now that most programs are developed, their maintenance and quality, and the autonomy of the faculty, have become critical concerns of the faculty organization. In some respects, the faculty has been less active in governance since 1969. For the first time, the process of approving curricular innovations is taking planning and development time. Faculty committees are appointed by the President. She looks over faculty requests for committee assignments and assigns the

committee membership based on a balance of individual desire and institutional needs. It is natural that some committees, like Educational Policies, are at the top of most people's lists, while others, like Library, are at the top of only a few lists. Although relations between faculty and administration at St. Mary's are reasonably good, during the past few years some difficulties have been encountered in determining the proper faculty and administrative roles in educational policy matters. This is partially symbolized by the fact that on several occasions during this period, President Sister Anne Joachim has been invited by the Faculty Welfare Committee to attend its regular meetings and at other times, they have rescinded this standing invitation.

The college has always been open to student involvement, although their participation has never been extensive. The student government has not been active. Students have access to membership on faculty committees in some important areas, including the Disciplinary Review, Educational Policies, Library and Student Life Committees. However, their involvement in these committees does not appear to be an important issue to students, faculty or administrators.

Management System

The PME plans in the final approved AIDP proposal included: a study of operational data systems; analysis of the planning, management and evaluation needs of the college; and a general plan for strengthening the planning, management and evaluation system. Implementation of new PME system did not proceed as fast as other activities funded by AIDP, however.

AIDP staff members who visited the college in April, 1976 expressed a concern that implementation of the PME was not moving fast enough. In 1975 the college requested a supplementary grant "to conduct an intensive study of the organizational structure, roles, curricular renewal processes, program efficiency, and viability of technical education programs" ("Revised Plan for Planning, Management, and Evaluation"). Thus, after over two years, St. Mary's is at a stage of trying to implement a viable PME system. Although the college is exemplary in many regards, implementation of its planning, management, and evaluation system has not proceeded as fast as other AIDP activities.

The development of a viable management system has progressed slowly at St. Mary's for a number of reasons. One important factor is that the administrative structure has been in transition. Another is that the college has been quite successful without a formal management system and, therefore, the administrators are reluctant to move too rapidly into new practices that may not work as well. Still another is the high priority placed on retaining the college's informal decision-making atmosphere. Finally, the AIDP project has concentrated on some of the other activities to give the system enough time to determine which systems or processes will be more appropriate for the campus. In short, the college is making a conscious effort to assess its emerging management needs and to establish a management system that is consonant with those needs. The PME has been making a transition. A recent interim working paper on institutional goals and development priorities described this transition period as follows:

> Historically, we were truly in an interim phase. We were operating from statements of mission and goals that were being expanded and, in some instances, changed because of our institutional analysis and development activities. Further, our statements about institutional development needs were primarily those summarized in the 1973 Report of the Long Range Planning Committee, the AIDP plans, and various minutes/reports/summaries prepared by the AIDP Steering Committee or individual AIDP staff members. Although the Planning and Development Council was beginning to consider a full analysis of the College's statement of mission and goals, the timing to do this seemed premature. The PME effort calls for review of mission and goals, establishment of a defined process for planning and development, and development of specific long- and short-range objectives that flow from our broader statement of mission and goals. These PME activities were, however, schedule for completion later in the PME effort. (Peterson, 1977)

Administrators at St. Mary's are aware of the college management problems. They have been approaching the development of a management system with the same conscious and experimental approach they have used to develop other college programs and activities. Carol Peterson (1977) described the steps involved in the development of the PME system as follows:

> Initiation of the College -- 1964
> (First articulation of mission and goals)
>
> ↓
>
> Further development of the College -- emphasis on getting established, becoming accredited. Some ongoing revision of St. Mary's Plan (1964-1972).
>
> ↓
>
> Initiation of the Long Range Planning Committee -- led to LRPC Report with conclusions and recommendations related to future developments (1973).
>
> ↓
>
> Writing of AIDP proposal and later refined 5-year AIDP Plan — based on LRPC conclusions and recommendations (1973-74).
>
> ↓
>
> Locus of Long-Range Planning and Development within the AIDP effort. Essentially, the AIDP team served as the planning and development committee of the College (1974-1977).
>
> ↓

Planning and Development Council (PDC) initiated with the aim that it would begin to assume some of the responsibility of the AIDP Steering Committee (1975).

↓

PDC and the AIDP Steering Committee both focused on planning and development. Both reviewed development needs. Meanwhile, the administrative group began to become more involved in reviewing development needs, particularly via two subprojects of AIDP -- the Technical Education Study and the Planning, Management, and Evaluation effort (1975-1977).

↓

At this point several conclusions were drawn:

(1) There was too much overlap between PDC, AIDP Steering Committee, and PVP.
(2) The PDC was launched prematurely. We needed to wait until the PME effort defined the planning and development process of the College.
(3) It was premature to revise our statements of mission and goals and specific projections for the future until we were further into the PME effort.
(4) There was an immediate need, however, to update our ideas about development needs and priorities, and to communicate publicly about the expanding aspects of mission and goals.

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As both the Office of Development and Public Relations and the Office of Development, Evaluation, and Research became more active in the pursuit of resources, it became essential to prioritize known development needs. (1976-77)

↓

Because of the above -- a reclarification of institutional goals and prioritization of development needs effort was initiated by Carol Peterson. Both AIDP Steering Committee and the administrative group participated in this effort. (1976-1977 academic year)

↓

Interim Working Paper on Institutional Goals and Development Priorities available for use -- 1977-1978.

During the past several months, the results of the AIDP evaluations have been compiled. These include: studies of technical and general education, surveys of students and faculty, and internal and external evaluations of the AIDP project. The major conclusions about the PME from these studies are:

a. We needed to more clearly articulate the ways our institutional goals were changing as the College was engaged in the intense effort of the Advanced Institutional Development Project.

b. There was a need to update our data on development needs — to meet immediate practical purposes.

c. There was a need to begin to set priorities for development needs so that our efforts could be channeled more effectively.

(Peterson, 1977)

To date, St. Mary's has done exceptionally well in taking advantage of available resources and not overdeveloping. Development of the management information capacity illustrates this. They have not changed existing systems in those cases in which consultants or other experts have advised them that a computer capacity would not speed the process; for instance, classroom assignments, which can be handled more easily by hand for an institution of SMJC's size. In those instances where a computer capacity is needed, Demarest, Coordinator of AIDP Evaluation, has used the University of Minnesota's computer facility. He points out that there is no need for an institution like SMJC, with a commitment to remain small, to develop unneeded computer capacities.

The management of the AIDP project at SMJC exemplifies its commitment to managing effectively an innovative enterprise. As a result of the long-range planning process in 1972-73, St. Mary's defined a planning process that it has used in the implementation of its AIDP activities. Each subactivity has gone through the process, which is probably the pride of the AIDP effort of the college. The steps in the process, gleaned out of the planning literature at the

time of the long-range planning committee, are: Descriptive phase (the problem area is defined and the type of program that is needed is defined); Design Phase (an intervention or program is planned); Pilot Phase (the intervention or program is tested); Implementation Phase (once the problems with the intervention or program are worked out, it is modified and implemented); Integration in the System (during the final step the intervention or program is integrated into and becomes a part of the system). Each of the AIDP activities, including the PME, is going through, or has been through, this process.

According to this model, the planning, management, evaluation system is entering the implementation phase. Earlier the administration identified long-range planning as the major management need. When the long-range planning committee had completed its work and the AIDP grant was secured, the administration began to experiment with wht Planning and Development Council, a group composed of administrators and faculty. The President and Senior Vice President were not involved. The formation of the PDC was premature, however, since it was not tied effectively to the structure of the institution. At the time the college had not developed its capacity for goal setting or its ability to attain or modify its objectives.

Implementation of the PME at St. Mary's progressed slowly as a result of a conscious decision. When the grant was received in 1974, Dr. Peterson pulled together a group to discuss the PME. At the time it was difficult to identify unmet management needs. The approved AIDP plan did not call for doing anything about the system until the second year. During the second year, the study of technical education

was underway, the results of which would have an impact upon the college management needs; so the implementation was delayed for a year. Last year the administration and the AIDP Steering Committee agreed that the PME had been put off long enough. They then idenfified a variety of problem areas and the Coordinator of the PME, Marcia Hanson, spent the entire year studying them. The problem area studied included: overall governance, academic management, personnel management, institutional planning and development, research and institutional studies, allocation of resources, development of institutional image and resource development, and support services. The college is currently trying to implement a PME system that is compatible with the institution and capable of meeting unmet management needs.

Management Effectiveness

St. Mary's Junior College is undergoing a transition in its management system. Formerly, the college was managed as a creative enterprise, with a president and vice president responsible for most day-to-day decisions. Now, in the middle of its second decade, the college has become more structured and, as a result, has started to experiment with a new management system. The following is a discussion of the effectiveness of the management system at St. Mary's according to five descriptive indicators of management effectiveness.

Attention Paid to Management Needs. St. Mary's has made a concerted effort to identify and to address its management deficiencies, while not losing the qualities that already exist. For its first

decade the college did exceedingly well without a formal management system. Most planning had been programmatic: it was oriented toward developing new courses and programs of study. As new management problems emerged they were addressed in an ad hoc fashion, usually through increasing the responsibility of the president and vice president. At the end of the first decade, they began to examine their future in a more systematic fashion, through the first long-range planning efforts. This effort led directly to the application for and receipt of AIDP funds.

During the first three years of the AIDP grant people at St. Mary's--top administrators and members of the AIDP Steering Committee--have been engaged in an extensive study of the college's activities, organization, and management. They are using this information and their own experience to design and implement a more effective management system. Planning was identified as the primary management need at the start of the project. Prior to the start of AIDP, St. Mary's had completed its first long-range plan. During the next couple of years they experimented with a Planning and Development Council, which was abandoned when it did not work. During the past year they have studied the college's management needs.

As a result of these experiments and studies, the college administration has realized that further development of the management system is needed. The college has been managed informally in the past, with a few people--at first the president and vice president, and later the AIDP Steering Committee--responsible for the development process. As the AIDP activities are integrated into the formal

system at St. Mary's, as is currently taking place, these informal practices will have to be formalized.

Implementation of Viable Management System. Implementation of new management practices has proceeded slowly at St. Mary's. Old practices were successful, and have been abandoned only when necessary. During the past four years, more formal management practices have been needed. An interesting aspect of St. Mary's approach to management development has been its effort to implement only those practices and procedures that are needed. The computer facilities provide an excellent example: rather than invest in an unneeded computer capacity, they have utilized other available facilities when necessary.

Since the college is small, and intends to remain small, this slow, deliberate approach has made a lot of sense. All of the administrators and faculty interviewed were aware of the qualities to which limited size contributes. Among these are the informal atmosphere and flexibility where administrative procedures are concerned. As they implement a more formal system, which now appears necessary, they will make every effort to maintain these qualities.

Effectiveness of Resource Planning and Use. St. Mary's has done an effective job with its resource use and planning. First of all, the college is not caught in the bind of aspirations that exceed their financial capacity. The college has tried to limit its aspirations and to limit growth. When an institution is as successful as St. Mary's has been, to maintain limited aspirations is a challenge. The college has been quite successful in accomplishing this. It has

also been successful financing its own activities. After the first two years of operation, as stated above, the college administration realized that the school could not be financed entirely by tuition. They began to seek other funds and when a major development effort was undertaker, AIDP funds were secured.

The college has been successful at managing its fiscal affairs. Its expenditures per student are not excessive: in fact, they are comparable to other private two-year colleges funded by Title III. They have managed not to charge excessive tuition and price themselves out of the market. Most importantly, they have not experienced unreasonable budget deficits.

The AIDP project at SMJC has also been well managed. They have experimented with different innovations in academic programs and management systems, and integrated those that are successful into the system. Replacement of AIDP funds is not a major issue at St. Mary's. The cost for most of the new academic programs is picked up by the institution as they are integrated into the system. There may be new activities that could be undertaken with additional funds, however. Whether the new management system can be integrated into the structure without incurring additional costs is still uncertain but their propensity for not overdeveloping the college will probably preclude this eventuality.

Quality and Effectiveness of Constituent Involvement. St. Mary's has an open consultative atmosphere and an informal decision-making process. One of the major concerns of the administration has been

the maintenance of this openness as the structure develops and as the management system formalizes. Although a committee structure has always existed, the college has avoided unneeded complexity. Some people interviewed thought that standing committees were not needed, and that the informal ad hoc approach was the best way to insure involvement of individuals on those matters that concerned them the most.

The administrative structure has solidified and formalized during the past five years. The 1973 long-range planning process set in motion a cycle of changes that is still taking place. While the structure has been formalized and management systematized, the patterns of consultation and involvement have changed. Faculty are starting to reassert their role in governance. Although students have many avenues for involvement they do not appear too actively involved.

Renewal Capacity. The story of St. Mary's Junior College is a study of renewal. Since it was founded on the site of an old nursing program, the college has maintained its orientation toward innovation. It has experimented with different types of academic programs, instruction methods, governance, and management. It has accepted as a challenge the difficult task of remaining innovative and generating new programs while maintaining limited size. To do this it has had to build in a capacity for renewal.

This capacity for renewal is well represented by the individuals at the institution; a capacity symbolized by President Sister Anne Joachim. When she founded the college she had both her nursing and

law degrees. Since that time she has received both her master's and doctorate in education. Several of the people on the AIDP Steering Committee received their doctorates in education at the University of Minnesota while they were working on the project. They often used their work experience and academic studies to enhance each other. They commented that the AIDP project was an opportunity for them to develop themselves as well as to develop the institution. There is a spirit at St. Mary's that is special, that enhances the people involved with it.

Conclusions

St. Mary's Junior College has an interesting although brief history. During its first decade the college successfully developed diverse technical programs in health and health-related fields. Throughout the decade the college maintained an orientation toward innovation; an orientation the college is committed to maintaining. In 1973 the first long-range planning process was started when a committee was appointed to examine the college's prospects for the future. As a result of their plans, the college secured an AIDP grant which has helped the college to make some important transitions.

During the past four years the college has continued to innovate in its academic programs while it has made some basic transitions in its organizational structure and management. Prior to the 1973 plan, SMJC was a loosely structured enterprise. It had an open consultative atmosphere, with many faculty involved in the development of new programs. During the past few years this system has changed as stronger

faculty and administrative organizations have become concerned about maintenance of existing programs and the AIDP project has become the focus of innovation on campus. The AIDP Steering Committee has conducted a deliberate change process that integrates new programs into the existing system.

Implementation of a new management system has proceeded slowly and with caution at St. Mary's. The old system, the creative approach adopted by the president and vice president worked well. Although SMJC's administrators are aware that a new system is needed, they are trying to implement one that maintains the qualities that already exist. They are also trying not to overdevelop by testing new procedures to see if they work before they are implemented.

REFERENCES

I visited St. Mary's Junior College on July 28 and 29, 1977.

People interviewed included:

Dr. Carol Peterson, Vice President, Educational Development, Evaluation, and Research, and AIDP Coordinator
Sister Anne Joachim Moore, President
Dr. Thomas G. Scheller, Senior Vice President and Treasurer
Dr. Marcia S. Hanson, Director, Technical Education
Dr. Roger Claesgens, Associate Professor and Coordinator, Continuing Education
Dr. Lawrence Demarest, Associate Professor and AIDP Evaluation Coordinator
Sister Mary F. Heinnen, Associate Professor and Program Co-Director, New Program Development
Dr. Mary Broderick, Assistant Professor, Development and Research.

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